



ISTEP+: Grade 10

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items
and Scoring Notes

Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

Question Types

This document addresses questions from *ISTEP+ Part 1*. Students demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: English/Language Arts		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3-8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Rubric (Grades 5-8, 10) 4-pt. Grammar and Usage Rubric (Grades 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

English/Language Arts Constructed-Responses

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied the item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/ Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Directions

Read the story “Maude’s Story.” Then answer the questions.

Maude’s Story

- 1 “Care for another?” Marcel asked, bustling off before I could even offer a distracted nod in response. He knew my habits well and could be reasonably certain that I’d stick around for another cup of coffee or two. Or five. He was a much better waiter than I had any right to expect, actually. I occupied the same table five days out of six for hours at a time, alternately scribbling like a madman and staring off into space. I would have thought he’d rather wait on a steady stream of ordinary people than on one wild-eyed writer, but he seemed to like me well enough.
- 2 I started coming to Proust’s about a year ago to sit on the cramped patio, sip mediocre coffee, and soak up the universe. People-watching, they call it, and it’s what I do when I need inspiration. I’m fairly successful as writers go—not a household name, necessarily, but my books sell well enough to make a tidy income. I attribute that success to the people-watching habit I’ve cultivated over the years. The activity is more or less what its name implies. I sit someplace where I have a view of the city’s foot traffic and watch the to-ing and fro-ing of the local populace. When a particularly interesting individual walks by, I make up a background story. Where is that woman going in such a hurry? Why does that man look so angry? Occasionally, these little tales of mine develop into full-grown stories, and the angry man who walked by me one day becomes a character in my next novel.
- 3 I had been frequenting the café long enough that Marcel and I had reached about our hundredth cup of coffee. When he returned with it, he asked what brought me to the café so often. I told him about my writing and, after some more questions on his part, about people-watching. The next day he surprised me by pointing to a woman who was standing across the street and asking, “What’s her story?”
- 4 I hesitated a moment, finding myself reluctant to share this part of my world with someone. Though I catch only flashes of them as they walk

past, the people I observe are part of my own story. My writing is the most important aspect of my life. These people who stroll by, oblivious to my writer's gaze, are more than my muses. They are my friends, my family.

- 5 "Well," I began slowly, "her name's Maude. You see how she's clutching that map like a life preserver? She's new to the city, and she's lost."
- 6 "She looks pretty upset, too," Marcel added, surprising me further with this unprompted addition to my story.
- 7 "Yes. That's because she's on her way to meet someone, and she's running late."
- 8 "Who's she meeting?"
- 9 "An old friend, actually. They'd lost touch over the years, but the rise of social media reunited them. Virtually, at least. This will be the first time they've seen each other in person in more than a decade, and Maude is nervous."
- 10 "Why's she nervous? I thought they were friends," Marcel prompted me.
- 11 "Maude isn't really used to being around people anymore," I elaborated. "She works from home, and when she wants to talk to friends or family, she just uses her phone or computer. Face-to-face interaction has become something of a foreign concept to her."
- 12 "That sounds like a lonely way to live."
- 13 "Yes, she's been very lonely. But she won't realize it until she sees this friend of hers."
- 14 "She's going to make the meeting after all, then?" Marcel was beginning to sound interested in Maude's story.
- 15 "I can't tell you that. I haven't written it yet," I replied. Perhaps frustrated with my incomplete plot, Marcel offered me only the ghost of a smile before leaving to attend to another customer.
- 16 From that point forward, Marcel would pause at my table for a few moments every day to ask for somebody's story. Despite my initial reluctance, I began to enjoy telling him my tales; it was like sharing a secret with a friend.
- 17 "Why is that man wearing a suit with sneakers?" Marcel would ask.

- 18 I would lean forward, whispering conspiratorially, "He overslept this morning and had to get dressed in a hurry. He won't realize what kind of shoes he's wearing until the middle of an important meeting with a client this afternoon."
- 19 One day I was in the middle of a story about the woman across the street with an outrageously large hat when my phone buzzed, signaling a text message. I spared it a quick glance, then rolled my eyes and turned it face down on the table. Marcel looked at me with raised eyebrows, a slight question written on his face.
- 20 "Some friends of mine are getting together for dinner tonight, and they've been bugging me to join them. I've told them a dozen times I can't. I have too much work to do."
- 21 "You barely set your pen down all day while you're here," he pointed out. "Surely you can spare a couple of hours away from the old ball and chain."
- 22 "I'm working on something I think could be really good, though. You remember our friend Maude? It's her story."
- 23 Marcel just shook his head, smiling slightly. If I hadn't known better, I would have said there was a shadow behind that smile—one that looked suspiciously like pity.
- 24 I didn't meet my friends for dinner that night, or for lunch the next weekend. I turned my phone to silent, and as the days passed I didn't even notice when it stopped ringing altogether. I wrote furiously every day at Proust's and late into the night at home, pouring out page after page like a storm cloud pours rain.
- 25 When I felt like I was about halfway through with the novel, I gathered the pages I had written and took them with me to the café. I sat at my normal table and was puzzled when an unfamiliar young woman approached to take my order.
- 26 "Well, I guess Marcel deserves a day off every once in a while," I joked to the new server.
- 27 "Yesterday was his last day," she responded.
- 28 "Wow, that was sudden," I said, feeling confusion creep across my face.
- 29 "He put his notice in a while ago, actually. I guess he found a job closer to where he lives."
- 30 I paused for a moment before speaking again. "Oh, okay. Well, I'll just take a cup of coffee, then. Cream, no sugar, please."
- 31 As the server walked away to fill my order, I looked down at the table, turning my attention to the manuscript in front of me and the story of sad, lonely Maude.

Item #1
Constructed-Response

Constructed-Response
Reading: Literature

Question 1

- 1.** Explain how the narrator and Marcel's interactions change as the story advances. Support your answer with details from the story.

Top-Score Response:

The narrator and Marcel's relationship begins as just customer and server. Their interactions are limited to coffee refills. As the story progresses, Marcel becomes interested in the narrator's work and begins to engage the narrator in conversations about the people he is writing about. The narrator shares the story of a person on the street he names Maude, a lonely woman who is going to meet a friend. The narrator gets wrapped up in creating this story, and Marcel begins to encourage him to go out with his friends. Instead, the narrator becomes so engrossed in his writing, he does not realize Marcel is leaving for another job until he is gone.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 1, Sample A – Score Point 2

Explain how the narrator and Marcel's interactions change as the story advances. Support your answer with details from the story.

At the beginning, the narrator and Marcel were not that closed. The story stated "Cared for other?" Marcel asked, bustling off before I could even offer a distracted nod in response." As the story advances they become to be comfortable with each other. The story also stated that "I began to enjoy telling him my tales; it was like sharing a secret with my friends."

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps to explain how the interactions between the narrator and Marcel change as the story advances. The specific description of their interactions (*the narrator and Marcel were not that closed*) and (*As the story advances they become to be comfortable with each other*) are supported by relevant details. The details provided (*The story stated "Cared for other?" Marcel asked, bustling off before I could even offer a distracted nod in response"*) and (*"I began to enjoy telling him my tales; it was like sharing a secret with my friends"*) help support the changing interactions.

Question 1, Sample B – Score Point 2

Explain how the narrator and Marcel's interactions change as the story advances. Support your answer with details from the story.

The interactions between the narrator and Marcel begin as normal, casual conversation. As the story advances they talk more like friends. This is evident when Marcel asks the narrator about his work and the narrator replies with the story about Maude.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps explain how the interactions between the narrator and Marcel change as the story advances. The specific description of their interactions (*The interactions between the narrator and Marcel begin as normal, casual conversation*) and (*As the story advances they talk more like friends*) are supported by relevant details. The details provided (*when Marcel asks the narrator about his work*) and (*the narrator replies with the story about Maude*) help support the changing interactions.

Question 1, Sample C – Score Point 1

The narrator and Marcel's interactions change as the story advances by the narrator sharing his stories with Marcel. The two become more like friends than a server and customer. The details that would support this is when they start talking about the random people and what their stories would be bring them closer.

Scoring Notes: This response fulfills some of the requirements of the task. The response includes how the interactions between the narrator and Marcel change as the story advances (*The two become more like friends than a server and customer*). The detail provided (*when they start talking about the random people and what their stories would be bring them closer*) is vague. Overall, the response is too general.

Question 1, Sample D – Score Point 1

The narrator and marcel interactions change because thr narrator and marcel didn't know each other but they began to talk and become friends

Scoring Notes: This response fulfills some of the requirements of the task. The response includes how the interactions between the narrator and Marcel change as the story advances (*thr narrator and marcel didn't know each other but they began to talk and become friends*). However, there are no details to support the explanation.

Question 1, Sample E – Score Point 0

Explain how the narrator and Marcel's interactions change as the story advances. Support your answer with details from the story.

They become close friends as the
the story advances.

Scoring Notes: This response does not fulfill the requirements of the task. The response does not provide an explanation of how the narrator and Marcel's interactions change as the story advances.

Question 1, Sample F – Score Point 0

Explain how the narrator and Marcel's interactions change as the story advances. Support your answer with details from the story.

They tell you step by step what is
going on. Also tells how they are
reacting to everything.

Scoring Notes: This response does not fulfill the requirements of the task because it contains irrelevant information and does not answer the question.

Item #2
Constructed-Response

Constructed-Response
Reading: Literature

Question 2

- 2.** How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

Top-Score Response:

The narrator creates the story of Maude. In his story, she is a lonely woman who is isolated from others and is unused to face-to-face interaction. She begins to realize her loneliness when she meets with an old friend. The narrator becomes so obsessed with telling this story that he cuts himself off from his friends by not returning phone calls and refusing to meet them for dinner so he can spend more time writing. In order to write, the narrator feels like he needs to be isolated and becomes much like his character, Maude.

Note: *The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 2, Sample A – Score Point 2

The author's job causes him to become disconnected to society like Maude had. The narrator's job causes him to ignore his friends and stop going to the cafe just like how Maude's job online cut her off from face-to-face interaction. When the narrator finally returns to the cafe he learns Marcel quit but chooses to write his story instead of seeing Marcel again.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps explain the connection between personal isolation and the narrator's passion for writing (*The author's job causes him to become disconnected to society like Maude had. The narrator's job cause him to ignore his friends and stop going to the café*). The detail provided (*When the narrator finally returns to the café he learns Marcel quit but chooses to write his story instead of seeing Marcel again*) helps support the connection between the two ideas.

Question 2, Sample B – Score Point 2

How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

The narrator's passion for writing leads to his personal isolation. He doesn't go out with friends because he's so busy writing, "I didn't even notice when it stopped ringing altogether." Writing has taken over his life, isolating him from everyone.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps explain the connection between personal isolation and the narrator's passion for writing (*He doesn't go out with friends because he is so busy writing. . . Writing has taken over his life, isolating him from everyone*). The detail provided (*"I didn't even notice when it stopped ringing altogether"*) helps support the connection between the two ideas.

Question 2, Sample C – Score Point 1

The narrator develop the connnection between the ideas of personal isolation and his passion for writing by not going out and doing anything with his friends. In the text is says, "I didn't meet my friends for dinner thar night, or for lunch the next weekend....

Scoring Notes: This response fulfills some of the requirements of the task by providing a relevant detail for the connection between personal isolation and the narrator's passion for writing (*"I didn't meet my friends for dinner thar night, or for lunch the next weekend"*). The response only partially addresses the idea of personal isolation without fully connecting it to the idea of passion for writing.

Question 2, Sample D – Score Point 1

How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

Writing has become so important to him that he doesn't even care about the outside world. He doesn't focus on anything but the writting

Scoring Notes: This response fulfills some of the requirements of the task by explaining the connection between personal isolation and the narrator's passion for writing (*Writing has become so important to him that he doesn't even care about the outside world. He doesn't focus on anything but the writting*). No relevant details from the text support the explanation.

Question 2, Sample E – Score Point 0

How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

The narrator develops the connection between the ideas of personal isolation and his passion for writing by telling the story kinda like it was him. Telling how he was writing a novel and how he was lonely.

Scoring Notes: This response does not fulfill the requirements of the task. The response contains insufficient connection between personal isolation and passion for writing with no detail.

Question 2, Sample F – Score Point 0

How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

The narrator develops the connection between the ideas of isolation and his passion for writing by his people watching to his novels. The narrator states that "People-watching, [...], and it's what I do when I need inspiration" (2). When he sees interesting people, he makes up a background story and uses them in his novels (2). The narrator uses the random people for the characters in his novels.

Scoring Notes: This response does not fulfill the requirements of the task. The response contains a restatement of the question with an explanation and details that are text-based but do not accurately answer the question.

Item #3
Constructed-Response

Constructed-Response
Reading: Literature

Question 3

- 3.** Explain the significance of the narrator’s story about Maude. Support your answer with details from the story.

Top-Score Response:

The narrator creates a story about “sad, lonely Maude” who has isolated herself from friends and family, only interacting with people virtually. She realizes her loneliness when she meets up with an old friend. This story is significant because the narrator is ironically doing the same thing to himself. He works on his writing constantly, refusing to meet up with friends for dinner or lunch. His loneliness is truly revealed when the waiter, Marcel, leaves for another job and he only notices once he is gone.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 3, Sample A – Score Point 2

Explain the significance of the narrator's story about Maude. Support your answer with details from the story.

The narrator's story about Maude is significant because it parallels the narrator's life. For example, Maude "works from home... Face-to-face interaction has become something of a foreign concept to her." This is parallel with the narrator, who (as stated on paragraph 24) "turned my phone to silent... I didn't even notice when it stopped ringing altogether." Both are lonely.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps to explain the significance of the narrator's story about Maude (*The narrator's story about Maude is significant because it parallels the narrator's life. . . Both are lonely.*) The details provided (*Maude " . . . works from home. . . Face-to-face interaction has become something of a foreign concept to her."*) and (*" . . . turned my phone to silent. . . I didn't even notice when it stopped ringing altogether"*) help support the significance of the narrator's story.

Question 3, Sample B – Score Point 2

The narrator's story of Maude is really a story of his life. He works so hard on this book that he begins to ignore his friends and isolates himself like Maude is isolated. Maude didn't realize she is lonely until she meets up with her old friend, and the narrator didn't realize he was lonely until Marcel quit his job.

Scoring Notes: This response fulfills all the requirements of the task. The information provided helps explain the significance of the narrator's story about Maude (*The narrator's story of Maude is really a story of his life*). The details provided (*Maude didn't realize she is lonely until she meets up with her old friend*) and (*the narrator didn't realize he was lonely until Marcel quit his job*) help support the significance of the narrator's story.

Question 3, Sample C – Score Point 1

The importance of Maude is that it describes the narrator's own life. He states in the story that the characters in his stories are an aspect of himself. So by writing about someone who is isolated from the world, he is really writing about himself.

Scoring Notes: This response fulfills some of the requirements of the task. The response includes information which helps explain the significance of the narrator's story (*it describes the narrator's own life. . . So by writing about someone who is isolated from the world, he is really writing about himself*). However, the response lacks specific details from the text to support the explanation.

Question 3, Sample D – Score Point 1

Explain the significance of the narrator's story about Maude. Support your answer with details from the story.

While he was writing the story about Maude he slowly became like her, isolated from his friends.

Scoring Notes: This response fulfills some of the requirements of the task. The response includes information which helps explain the significance of the narrator's story (*While he was writing the story about Maude he slowly became like her, isolated from his friends*). However, the response lacks specific details from the text to support the explanation.

Question 3, Sample E – Score Point 0

The significance about Maude is that she is not used to being around people anymore. Because of the fact that she works from home. The only interaction that she has is on a computer not face to face. "Face-to-face interaction has become something of a foreign concept to her."

Scoring Notes: This response does not fulfill the requirements of the task. While the response includes text-based details, it has insufficient information to explain the significance of the narrator's story.

Question 3, Sample F – Score Point 0

Explain the significance of the narrator's story about Maude. Support your answer with details from the story.

The significance of Maude's story was that she can relate to the worker Marcel, because both are alone in this world, and lost, but constantly looking for more.

Scoring Notes: This response does not fulfill the requirements of the task. The response includes incorrect information in its attempt to explain the significance of the narrator's story.

Item #4
Writing Prompt

Writing Prompt

In the article "Driverless Cars Are Coming," the author presents both positive and negative aspects of driverless cars. Using details from the article, create an argument for or against the development of these cars.

Be sure to include

- your position on driverless cars
- appropriate details from the article that support your position
- an introduction, a body, and a conclusion to your argumentative essay

Passage

Directions

Read the article “Driverless Cars Are Coming.” Then answer the questions.

Driverless Cars Are Coming

- 1 Can you imagine a time in the future when no one buys cars because no one needs them anymore? Google cofounder Sergey Brin can. He envisions a future with a public transportation system where fleets of driverless cars form a public-transport taxi system. The cars he foresees would use half the fuel of today’s taxis and offer far more flexibility than a bus. He believes such cars would fundamentally change the world.
- 2 Television and movies have long been fascinated with cars that could drive themselves. In reality, Google has had cars that could drive independently under specific conditions since 2009. Their cars have driven more than half a million miles without a crash, but so far, Google cars aren’t truly driverless; they still alert the driver to take over when pulling in and out of driveways or dealing with complicated traffic issues, such as navigating through roadwork or accidents. So what roadblocks lie ahead for the autonomous car?

Sensing the World

- 3 Let’s begin by looking at which companies are making computer-driven cars. Originally, many futurists believed the key to developing self-driving cars someday wasn’t so much smarter cars as smarter roads. For example, in the late 1950s, General Motors created a concept car that could run on a special test track. The track was embedded with an electrical cable that sent radio signals to a receiver on the front end of the car. Engineers at Berkeley tried something similar, but they used magnets with alternating polarity. The car read the positive and negative polarity as messages in binary code¹. These smart-road systems worked surprisingly well, but they required massive

¹binary code—a coding system that uses the binary digits 0 and 1 to represent a letter, digit, or other characters in a computer and other electronic devices

upgrades to existing roads, something that was simply too expensive to be practical.

- 4 Without the option of smarter roads, manufacturers turned to smarter cars—but how much smarter did the cars need to be? For starters, they needed a whole lot of sensors. Google's modified Toyota Prius uses position-estimating sensors on the left rear wheel, a rotating sensor on the roof, a video camera mounted near the rearview mirror, four automotive radar sensors, a GPS receiver, and an inertial motion sensor. The most important bit of technology in this system is the spinning sensor on the roof. Dubbed LIDAR, it uses laser beams to form a constantly updating 3-D model of the car's surroundings. The combination of all this input is necessary for the driverless car to mimic the skill of a human at the wheel.
- 5 Sensors are nothing new, of course. In the 1980s, automakers used speed sensors at the wheels in the creation of antilock brakes. Within 10 years, those sensors had become more advanced to detect and respond to the danger of out-of-control skids or rollovers. The information from the sensors can cause the car to apply brakes on individual wheels and reduce power from the engine, allowing far better response and control than a human driver could manage alone. Further improvements in sensors and computer hardware and software to make driving safer are also leading to cars that can handle more and more driving tasks on their own.

Driving or Assisting?

- 6 Antilock brakes and driver assistance still seem a long way from the dream of calling a driverless cab to take us wherever we desire, but Sebastian Thrun, founder of the Google Car project, believes that the technology has finally begun to catch up to the dream. "There was no way, before 2000, to make something interesting. The sensors weren't there, the computers weren't there, and the mapping wasn't there. Radar was a device on a hilltop that cost two hundred million dollars. It wasn't something you could buy at Radio Shack." So just how driverless will the cars be in the near future?
- 7 In 2013, BMW announced the development of "Traffic Jam Assistant." The car can handle driving functions at speeds up to 25 mph, but special touch sensors make sure the driver keeps hold of the wheel. In fact, none of the cars

developed so far are completely driverless. They can steer, accelerate, and brake themselves, but all are designed to notify the driver when the road ahead requires human skills, such as navigating through work zones and around accidents. This means the human driver must remain alert and be ready to take over when the situation requires. This necessitates the car being ready to quickly get the driver's attention whenever a problem occurs. GM has developed driver's seats that vibrate when the vehicle is in danger of backing into an object. The Google car simply announces when the driver should be prepared to take over. Other options under consideration are flashing lights on the windshield and other heads-up displays. Manufacturers are also considering using cameras to watch that drivers are remaining focused on the road. While the driver watches the road, the car watches the driver.

- 8 Why would anyone want a driverless car that still needs a driver? Wouldn't drivers get bored waiting for their turn to drive? "The psychological aspects of automation are really a challenge," admits Dr. Werner Huber, a BMW project manager driver. "We have to interpret the driving fun in a new way." Some manufacturers hope to do that by bringing in-car entertainment and information systems that use heads-up displays. Such displays can be turned off instantly when the driver needs to take over—something not available to drivers trying to text with a cell phone. In this way, the in-car system is actually a safety feature, and safety is a big concern.

Waiting on the Law

- 9 Most driving laws focus on keeping drivers, passengers, and pedestrians safe, and lawmakers know that safety is best achieved with alert drivers. Presently, traffic laws are written with the assumption that the only safe car has a human driver in control at all times. As a result, in most states it is illegal even to test computer-driven cars. California, Nevada, Florida, and the District of Columbia have led the country in allowing limited use of semi-autonomous cars; manufacturers believe that more states will follow as soon as the cars are proved more reliably safe. Still, even if traffic laws change, new laws will be needed in order to cover liability in the case of an accident. If the technology fails and someone is injured, who is at fault—the driver or the manufacturer?
- 10 Automakers are continuing their work on the assumption that the problems ahead will be solved. Tesla has projected a 2016 release for a car capable of driving on autopilot 90 percent of the time. Mercedes-Benz, Audi, and Nissan plan to have cars that can drive themselves by 2020. The road to the truly autonomous car stretches on ahead of us, but we grow closer to the destination every day.

Writing Rubric Grades 5-12

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay completely focused on topic and task? <p>Does the writing include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and exceptional supporting facts and details that fully develop the topic? • fully explore many facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)? • progress in an order that enhances meaning? • include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?
Style
<p>Does the writing exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)? • demonstrate control of a challenging vocabulary? <p>Does the writing demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> • Is the writing exceptionally fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style appropriate to purpose? • demonstrate a strong sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

SCORE POINT 5
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>
Ideas and Content
<p>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting facts and details that fully develop the topic? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style appropriate to purpose? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
Ideas and Content
<p>Does the writing accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information with supporting facts and details that develop the topic? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)
Style
<p>Does the writing exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style mostly appropriate to purpose? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective?

SCORE POINT 3
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing minimally accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas with minimal facts and supporting details to develop the topic? • explore some facets of the topic?
Organization
<p>Is there an attempt to logically organize ideas in the writing? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
Style
<p>Does the writing exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
Voice
<p>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty establishing and maintaining a style appropriate to purpose? • demonstrate little sense of audience? • generally lack an original perspective?

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
Ideas and Content
<p>Does the writing only partially accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a main idea? • sometimes lose focus or ineffectively display focus? <p>Does the writing include few relevant ideas? Does it</p> <ul style="list-style-type: none"> • include little information and few or no facts and details to develop the topic? • explore only one or two facets of the topic?
Organization
<p>Is there a minimal attempt to logically organize ideas in the writing?</p> <ul style="list-style-type: none"> • Does the writing have only one or two of the three elements: beginning, middle, and end? • Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.) • Are transitions weak or absent (e.g., few or no topic sentences)?
Style
<p>Does the writing exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary? (Some words may be used incorrectly.) • demonstrate minimal control of vocabulary? <p>Does the writing demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> • Does the writing exhibit some fluency? • Does it rely mostly on simple sentences? • Is it often repetitive, predictable, or dull?
Voice
<p>Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty establishing a style appropriate to purpose? • demonstrate little or no sense of audience? • lack an original perspective?

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing fail to accomplish the task (e.g., support an opinion /argument, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing include very few relevant ideas?

- Does it include little information with few or no facts and details or unrelated facts and details to develop the topic?
- Is it unsuccessful in attempts to explore any facets of the prompt?

Organization

Are the ideas in the writing organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

Style

Does the writing exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

Voice

Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate inability to establish a style appropriate to purpose?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

Grammar and Usage Rubric Grades 9-12

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing exhibit superior command of language skills?
4	<p><i>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</i></p> <ul style="list-style-type: none"> Does the writing demonstrate superior command of capitalization conventions? Does the writing demonstrate superior command of the mechanics of punctuation? Does the writing demonstrate superior command of grade-level appropriate spelling? Does the writing demonstrate superior command of grammar and English usage? Does the writing demonstrate superior command of paragraphing? Does the writing demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?
	Does the writing exhibit good control of language skills?
3	<p><i>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</i></p> <ul style="list-style-type: none"> Does the writing demonstrate good control of capitalization conventions? Does the writing demonstrate good control of the mechanics of punctuation? Does the writing demonstrate good control of grade-level appropriate spelling? Does the writing demonstrate good control of grammar and English usage? Does the writing demonstrate good control of paragraphing? Does the writing demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
	Does the writing exhibit fair control of language skills?
2	<p><i>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</i></p> <ul style="list-style-type: none"> Does the writing demonstrate fair control of capitalization conventions? Does the writing demonstrate fair control of the mechanics of punctuation? Does the writing demonstrate fair control of grade-level appropriate spelling? Does the writing demonstrate fair control of grammar and English usage? Does the writing demonstrate fair control of paragraphing? Does the writing demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?
	Does the writing exhibit minimal or less than minimal control of language skills?
1	<p><i>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</i></p> <ul style="list-style-type: none"> Does the writing demonstrate only minimal control of capitalization conventions? Does the writing demonstrate only minimal control of the mechanics of punctuation? Does the writing demonstrate only minimal control of grade-level appropriate spelling? Does the writing demonstrate only minimal control of grammar and English usage? Does the writing demonstrate only minimal control of paragraphing? Does the writing demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of only a few sentences may receive no more than 2 score points.

Writing Prompt, Sample A

Writing – Score Point 6

Grammar and Usage – Score Point 4

Did you know that we may change the future drastically, just by changing how we use cars? Computerized cars are becoming an increasingly bigger hit as time goes on. These ingenious machines have long been researched, allow plenty of efficiency, and, most importantly, are safe and reliable.

Officials at large companies such as Google, as well as many others, have long dreamt of a more technological future with computerized driving. In fact, many have already extensively researched and built brilliant prototypes of these machines. Sensors, which have been around since the 1980s, have been significantly improved in only a decade. These can be used to assist the computer in guiding the car through roads, braking, turning, all the functions needed for a car to perform. With these and the extensive research, we may soon have a perfectly capable computerized automobile.

Many people have expressed worry for their economy and their environment throughout recent years. An amazing positive to having these cars is that a plethora of resources and money are saved. These cars use only half of the fuel that most cars use, and the path leading us to these gadgets is the cheapest we have devised. Some have tried powering these cars using many stretches of road with magnets or cables built into them. A much better alternative, however, is to turn to a smarter car, over a smarter road. Sensors placed around the vehicles guide their way around obstacles and allow the car to move freely, without any outside assistance or expensively built roads.

Finally, there is the extremely important concept of safety. Google smart cars have driven more than half a million miles with an accident, and have been running since 2009. This, and our use of advanced sensor technology, more than show that these modern cars can be trusted. As an added safety measure, as well as convenience, heads up displays have been created to show information and communications. Phones and driving have shown to be a terrible combination for some. With these cars, texts and other communications are shown upon the windshield, allowing you to communicate and keep an eye out for your surroundings at the same time.

Overall, it has clearly come to light that we are easily on our way to a more advanced future, and a brighter one as well. These automatons have been proven to be efficient, reliable, and and greatly usable.

Notes for Writing Prompt, Sample A

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays completely focused on the topic and presents a unifying central idea.
- explores multiple facets of the topic with fully developed, relevant supporting details (e.g., *Sensors, which have been around since the 1980s, have been significantly improved in only a decade.*).
- organizes ideas logically and creates a concise, cohesive whole with a solid introduction, body, and conclusion (e.g., *Overall, it has clearly come to light that we are easily on our way to a more advanced future, and a brighter one as well.*).
- demonstrates precise word choice with excellent writing technique, varying vocabulary throughout the essay (e.g., *Sensors placed around the vehicles guide their way around obstacles and allow the car to move freely, without any outside assistance or expensively built roads.*).
- is exceptionally fluent; the response includes varied sentence patterns, including complex sentences (e.g., *As an added safety measure, as well as convenience, heads up displays have been created to show information and communications.*).
- demonstrates a sense of audience and establishes an argumentative style appropriate to the purpose (e.g., *Did you know that we may change the future drastically, just by changing how we use cars?*).

NOTE: Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has correct punctuation.
- has a few spelling errors (e.g., *signifigantly* [significantly], *cumputerized* [computerized], *eviroment* [environment]).
- uses correct grammar, with only a repeated word (e.g., *and and*).
- uses paragraphs effectively.

Writing Prompt, Sample B

Writing – Score Point 6

Grammar and Usage – Score Point 4

Transportation has driven people for centuries. The constant improvement of speed and comfort has allowed humans to transform the way they live and function on a daily basis. From the horse to the modern sports car, and every edition of vehicle inbetween, one thing has remained constant: the necessity of human action. Since the dawn of time humans have needed to be alert and attentive to the task of moving themselves from one place to the next, and naturally their goal has been to remove that limitation. Due to advances in modern technology, this dream is shaping into a reality. With the invention of sensors and GPS, companies have developed driverless cars, which require little human action to transport humans from their starting point to their destination. These cars are not yet available to the general public, although that may soon change. Driverless cars should be introduced to the general public because of their potential safety and efficiency.

The driverless car has the potential to be significantly more safe than its human operated counterpart. With the rapid advancement of technology, sensors and GPS receivers are on course to be more effective than humans in avoiding careless driving errors. While technology has still not risen to this level, manufacturers have proposed a multitude of solutions involving the alerting of the driver with seat vibration or a simple verbal notification. This allows the driver to trust the car not to make basic human errors, and ensures that the driver can focus on the more difficult aspects of driving that the car is not yet able to handle. The usage of sensors and machines will also severely reduce the potential for driving under the influence, as companies like BMW are finding ways to monitor the attentiveness of the driver, ensuring that safety is the greatest priority of the driver. In regard to the overall well-being of the driver, the driverless car has massive advantages over a regular car, and the improvement of safety alone justifies the introduction of driverless cars to the general public.

While safety is imperative to the success of the driverless car, the efficiency of these cars will be what sells them. Driverless cars would use GPS to create the most efficient path towards the user's destination. This would mean less time for the user to become involved in an accident, and would also mean the usage of less fuel. These cars would also allow the driver to accomplish something while the car is driving. Incredible amounts of time could be saved by allowing users to eat or study in the midst of their thirty minute drive to school or work, which would be appealing enough to many consumers that they would further consider the purchase of a driverless car. By implementing driverless cars into the lives of the average consumer, the overall efficiency of drivers would be dramatically improved. This improvement provides a noteworthy reason to begin introducing the driverless car to the consumer.

The efficiency of driverless cars would be great, and the safety would be encouraged and welcomed, but there are still roadblocks preventing the driverless car from finding success. Technology has yet to escalate to the point at which these cars can be trusted. Although Google cars have driven, "more than half a million miles without a crash..." the cars are being helped by an attentive user on the inside. Due to the lack of available technology perhaps the driverless car should not be introduced until the technology is made available. The driverless car also presents the challenge of unavoidably increased costs, as the consumer would have to pay for both a functional automobile and the computer systems that allow it to drive itself. The financial commitment to this product would not allow a large amount of consumers to acquire it, which is yet another reason to be wary of the driverless car. Finally, the car is currently outlawed in the vast majority of States in the United States. While this problem will likely be eliminated by the time the product is available for purchase, it is reasonable to say that the current legal status of the driverless car is preventing the widespread selling of the car. Regardless of the drawbacks and limitations on the driverless car, the

manufacturers of cars should continue to pursue the effort of making them widely available. The laws and technology will soon be complacent with the driverless car, and the cost will continue to decrease as the technology improves.

The driverless car has been pursued for decades, and not that it is on the brink of reality manufacturers must make an effort to make the car widely available. The driverless car will be more safe and more efficient than anything that is used by drivers today. For the improvement of both people's safety and enjoyment of their driving experience, make the driverless car available as soon as possible.

Notes for Writing Prompt, Sample B

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays completely focused on the topic and presents a unifying central idea.
- provides in-depth information and fully developed supporting facts and details (e.g., *Incredible amounts of time could be saved by allowing users to eat or study in the midst of their thirty minute drive to school or work, which would be appealing enough to many consumers that they would further consider the purchase of a driverless car.*).
- organizes ideas logically and creates a meaningful, cohesive whole with a strong introduction, body, and conclusion connected by smooth transitions (e.g., *The driverless car has the potential to be significantly more safe than its human operated counterpart.*).
- demonstrates vivid word choice with excellent writing technique, varying vocabulary throughout the essay (e.g., *While safety is imperative to the success of the driverless car, the efficiency of these cars will be what sells them.*).
- is fluent; the writer includes varied sentence patterns, including complex sentences (e.g., *The financial commitment to this product would not allow a large amount of consumers to acquire it, which is yet another reason to be wary of the driverless car.*).
- demonstrates an authoritative tone with a strong sense of audience (e.g., *Driverless cars should be introduced to the general public because of their potential safety and efficiency.*).

NOTE: Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has correct punctuation.
- has a few spelling errors (e.g., *imbetween*, [in between], *effciency* [efficiency], *reveivers* [receivers]).
- has mostly correct word usage (e.g., *more safe* [safer]).
- uses paragraphs effectively.

Writing Prompt, Sample C

Writing – Score Point 5

Grammar and Usage – Score Point 4

People's daily dependence on technology in recent years is a trend that does not seem to be slowing down anytime soon. Car manufacturers such as Google, GM and BMW have each been working on furthering the development of driverless cars, cars that can potentially function without human assistance. However, Driverless cars should not be developed any further because they will never be completely automatic and they are a safety hazard.

The idea that cars could ever function without human assistance is impossible. As stated in the article "Driverless Cars are Coming," these driverless cars still need drivers when "dealing with complicated traffic issues, such as navigating through roadwork or accidents" (2). Driving is unpredictable. Even if the driverless cars were programed to handle minor complications while driving, there is no way to program the cars to handle every situation life would throw at the driver.

The inability for driverless cars to handle unexpected situations makes them a safety hazard. Not to mention the fact that technology is very unreliable, in general. It will break or malfunction from time to time. If someone does get hurt in a driverless car, more problems arise. According to the article, "If the technology fails and someone is injured who is at fault [. . .]" (9). The argument over whether to blame the driver or the manufacturer is an argument that will never be resolved.

We live in a society that strives to continually improve upon itself. Therefore, it is only natural for people to want to further develop the concept of driverless cars. It is impossible, however, to develop a completely driverless car without major safety concerns. Therefore, the further development of driverless cars should be stopped.

Notes for Writing Prompt, Sample C

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays focused on the topic with a unifying central idea.
- includes ideas that are well developed with relevant details and facts (e.g., *As stated in the article “Driverless Cars are Coming,” these driverless cars still need drivers when “dealing with complicated traffic issues, such as navigating through roadwork or accidents” (2).*).
- is organized logically with an introduction, body, and conclusion (e.g., *However, Driverless cars should not be developed any further because they will never be completely automatic and they are a safety hazard.*).
- exhibits more than adequate word usage, with concise phrasing (e.g., *We live in a society that strives to continually improve upon itself.*).
- is exceptionally fluent and uses varied sentence patterns (e.g., *Even if the driverless cars were programed to handle minor complications while driving, there is no way to program the cars to handle every situation life would throw at the driver.*).
- displays an appropriate register and awareness of audience for the task (e.g., *People’s daily dependence on technology in recent years is a trend that does not seem to be slowing down anytime soon.*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses mostly correct capitalization (e.g., *Driverless* [driverless]).
- has correct punctuation.
- has correct spelling.
- has correct word usage.
- has one sentence fragment (e.g., *Not to mention the fact that technology is very unreliable, in general.*).
- uses paragraphs correctly.

Writing Prompt, Sample D

Writing – Score Point 5

Grammar and Usage – Score Point 4

The future all kids have dreamed about is near - we have robots washing dishes, edible waterbottles, talking computers, and cars that drives themselves. This may all sound magical, but are we really putting ourselves at risk by trying to improve the world we live in? Driverless cars are an extremely scary and dangerous invention that could put everyone on the road's lives at risk. They may have passed thousands of crash tests, but who says they won't crash on the road? If someone does crash on the road, who will be responsible? What will happen to almost a year's worth of education we need to learn how to drive a car? All of these are questions that we need to be asking, but are being overpowered by the exciting idea that our world will one day turn into the fictional world we all saw in cartoons as a kid. The year is 2016, but I believe we need to spend more time perfecting and researching the driverless car more to make sure no one's lives have to be taken away too soon.

Google has impacted everyone's lives in thousands of different ways. They are the futuristic change we want to see. They even have had a driverless car invited since 2009. When put to the test, this driverless car has passed over a half of a million crash tests; but what happens when it doesn't? All we see on the televisions or read in the magazines are all these accomplishments they have made and mainly the good, successful things they have invented, but who has heard about all the times it didn't succeed? We can't just assume that just because the car has successfully passed so many tests we won't be the one in the car the few times it doesn't. Google has spent many years on this project, but it is no where near perfect yet. Because this invention involves the risk of injury and death, I believe that further research and inventions need to be made so that there is a 0% risk of anyone getting killed in the car.

Imagine: the year is 2027 and driverless cars have been around for 5 years - almost everyone you know has one. Google has found a way to make sure it'll never crash and no one has died in a driverless car related accident yet - until your aunt's break suddenly broke without reason and the car behind her hit her at 50 mph, killing the driver. Who will be at fault? Your aunt technically wasn't driving the car - is it the manufacturer's fault? These are thoughts that no one thinks about when reading in the newspaper about all these new creations. Is it the person who is "driving" the car's fault? They can argue their way out of it, claiming that it was the car's fault and that they weren't controlling it in any way. Is it the manufacturer's fault? How can they argue? They weren't the ones controlling the car either. Their company could also go bankrupt from lawsuits or people may stop buying from that company once they hear that their car has been involved in a crash. In the end, it will be extremely hard to determine who would be at fault.

The "big thing" now is that when someone turns 16, they rush on over to the BMV and get their drivers license. Parents spend large amounts of money to provide their kids with the education they need before they can control their own vehicle. What will happen to this once driverless cars become reality? Typically, a person will start at age 15 and study driver's education to work to get their permit, and once they have their permit, they need to wait 6 months and practice driving for hours before they can test to get their driver's license. Will we need driver's licenses anymore if we get driverless cars? Even today, with the education people receive to get their driver's license, there are still thousands and thousands of crashes because people didn't properly follow the rules of the road. Will the driverless car know where it is illegal to make a turn? If not, will the driver of the car still have to spend almost a year studying just to be able to sit behind the wheel and make sure it doesn't crash? Both ideas seem illogical. It is too risky to trust a car to be able to determine how fast the speed limit is or where

it's illegal to make a U-turn or not, but it is also pointless to make drivers follow the same law there is now about driver's licenses.

We always wonder how the future will turn out - what job will we have, where will we live, how are we going to die? We sometimes forget that what comes with the future also comes with risks, like driverless cars. Driverless cars have recently been increasing in numbers and as a young driver myself, the idea terrifies me. They have been tested to make sure there is no fault in the car's system, but how will I know I will not be the unlucky one that is in the car when it does fail? When it does fail, will it be my fault? Did learn all this information I learned just to be able to sit on the left side of the car and watch the sky? These are all questions no one wants to ask or accept. We still have many years left on this Earth, we need to spend more time perfecting the structures and the laws that surround the invention of the driverless car.

Notes for Writing Prompt, Sample D

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays focused on the topic.
- includes many ideas that are well developed with relevant details (e.g., *Their company could also go bankrupt from lawsuits or people may stop buying from that company once they hear that their car has been involved in a crash.*).
- is organized logically with an introduction, body, and conclusion (e.g., *The year is 2016, but I believe we need to spend more time perfecting and researching the driverless car more to make sure no one's lives have to be taken away too soon.*).
- exhibits more than adequate word usage (e.g., *Because this invention involves the risk of injury and death, I believe that further research and inventions need to be made so that there is a 0% risk of anyone getting killed in the car.*).
- is easy to read and uses varied sentence patterns (e.g., *Even today, with the education people receive to get their driver's license, there are still thousands and thousands of crashes because people didn't properly follow the rules of the road.*).
- displays a lively tone and original perspective; however, there is an overreliance on rhetorical questions (e.g., *Who will be at fault? Your aunt technically wasn't driving the car - is it the manufacturer's fault? These are thoughts that no one thinks about when reading in the newspaper about all these new creations. Is it the person who is "driving" the car's fault?*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation (e.g., *drivers license* [driver's license]).
- has spelling errors (e.g., *extrememly* [extremely], *ficitional* [fictional], *succesful* [successful]).
- has mostly correct word usage (e.g., *lives* [life], *have* [has]).
- uses paragraphs correctly.

Writing Prompt, Sample E

Writing – Score Point 4

Grammar and Usage – Score Point 4

In the past driverless cars were only an idea or a thing in movies. With the help of today's technology they are starting to become a reality. Driverless cars are a great thing for us to continue developing and enhancing, since they work smoothly, they are safe, and they have different levels of how driverless they are.

Driverless cars work to make everyday life easier and simpler for everyone. Google has developed a modified Toyota Prius that has been able to smoothly drive itself 90% of the time. The makers of this car had added position-estimating sensors to the left-rear wheel, a rotating sensor to the roof, and a video camera on the rearview mirror, so the car can constantly produce a 3-D model of where the car is. This in turn allows for the car to operate safely.

Driverless cars are also very safe. They still have an alert driver in the driver's seat for some of the instances where the car cannot operate itself. Some of the instances are roadwork or an accident that the driver would have to maneuver around. This adds to the safety of this high-tech cars.

There are also many types of driverless cars. Some of these cars are much simpler and only have traffic-jam assistance that only works at speeds of up to 25 miles per hour. Then there are cars like the one made by Google that can operate itself 90% of the time only needing human operation when there was an accident on the side of the the road or road construction being done.

Overall driveless cars are the future and we should embrace how they work, how safe they are, and all the different types there are.

Notes for Writing Prompt, Sample E

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays focused on the topic.
- includes sufficient information and supporting details (e.g., *Some of these cars are much simpler and only have traffic-jam assistance that only works at speeds of up to 25 miles per hour.*).
- progresses in a logical order with an introduction, body, and brief conclusion (e.g., *Overall driverless cars are the future and we should embrace how they work, how safe they are, and all the different types there are.*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *Some of the instances are roadwork or an accident that the driver would have to maneuver around.*).
- uses varied sentence patterns (e.g., *The makers of this car had added position-estimating sensors to the left-rear wheel, a rotating sensor to the roof, and a video camera on the rearview mirror, so the car can constantly produce a 3-D model of where the car is.*).
- displays an appropriate register and sense of audience (e.g., *In the past driverless cars were only an idea or a thing in movies.*).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and a more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation with some missing commas.
- has few spelling errors (e.g., *driveless* [driverless]).
- has few word usage errors (e.g., *had* [have]).
- uses paragraphs correctly.

Writing Prompt, Sample F

Writing – Score Point 4

Grammar and Usage – Score Point 4

When trying to develop an opinion on driverless cars there are a lot of different aspects to consider. They aren't something you can automatically be for or against because there are a lot of different positives and negatives that come with driverless cars.

Driverless cars are very interesting and one positive that comes along with driverless cars is the fact that it would be a huge advancement in our technology. Paragraphs 4 and 5 give examples of the amount of technology needed to use a driverless car.

"For starters, they needed a whole lot of sensors. Google's modified Toyota Prius uses position-estimating sensors on the left rear wheel, a rotating sensor on the roof, a video camera mounted near the rearview mirror, four automotive radar sensors, a GPS receiver, and an inertial motion sensor. The most important bit of technology in this system is the spinning sensor on the roof. Dubbed LIDAR, it uses laser beams to form a constantly updating 3-D model of the car's surroundings." ("Driverless Cars Are Coming")

There are many other positive aspects that come along with driverless cars, but there are also negatives. One of the negatives listed at the end of paragraph 9 talks about liability. "Still, even if traffic laws change, new laws will be needed in order to cover liability in the case of an accident. If the technology fails and someone is injured, who is at fault—the driver or the manufacturer?" ("Driverless Cars Are Coming")

This brings up a good legal issue as well as a necessary change needed in our laws if driverless cars were to hit the roads. These are just two arguments out of hundreds that could have been brought up for both the positive and negative aspects of driverless cars. However there is one point I specifically want to argue.

Driverless cars are a good idea and I believe that one day they will and should hit the roads, but before that can happen a lot of things need to change. For example roads, laws, and technology all need to be updated if we want driverless cars. With that being said I do believe that the development of driverless cars should continue, but I do not believe they are ready for the roads.

Notes for Writing Prompt, Sample F

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays focused on the topic.
- includes sufficient information and relevant supporting details; however, development relies heavily on long quotes (e.g., *One of the negatives listed at the end of paragraph 9 talks about liability. "Still, even if traffic laws change, new laws will be needed in order to cover liability in the case of an accident. If the technology fails and someone is injured, who is at fault—the driver or the manufacturer?"*).
- progresses in a logical order with an introduction, body, and conclusion (e.g., *With that being said I do believe that the development of driverless cars should continue, but I do not believe they are ready for the roads.*).
- demonstrates control of basic vocabulary that is appropriate to the topic (e.g., *Driverless cars are very interesting and one positive that comes along with driverless cars is the fact that it would be a huge advancement in our technology.*).
- uses some varied sentence patterns (e.g., *When trying to develop an opinion on driverless cars there are alot of different aspects to consider.*).
- displays an attempt at establishing a style appropriate for the task by using a counterargument (e.g., *This brings up a good legal issue as well as a nessasary change needed in our laws if driverless cars were to hit the roads.*).

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation, with some missing commas (e.g., *Driverless cars are very interesting [,] and one positive that comes along with driverless cars is the fact that it would be a huge advancement in our technology.*).
- has few spelling errors (e.g., *alot* [a lot], *Paragrahs* [Paragraphs], *nessasary* [necessary]).
- has correct word usage.
- uses paragraphs correctly.

Writing Prompt, Sample G

Writing – Score Point 3

Grammar and Usage – Score Point 3

Driverless cars are still a long time away from being an everyday thing. They are still on their way and they will be here before we know it. Driverless cars can offer a safer and easier way of transportation for people without access to a vehicle of their own. Driverless cars are a great idea for the future.

Driverless cars can take the human aspect out of driving completely. Human error is the cause of a large majority of car accidents. Driverless cars would completely eliminate the possibility of human error. Without humans at the wheel the roads would be much safer for everyone.

Driverless cars would be much easier and more efficient than drivable vehicles. If all cars were automatically driven there would be no need for people to get a drivers liscense. It would be cheaper for people who don't have the money for a car of their own. City traffic doesnt allow everyone to own a car, the roads couldn't support that kind of traffic. If cars were automatic they could avoid causing traffic jams using alternative routes. It would be much easier on law enforcement who are the people who have to monitor all of the roads for unsafe drivers. This would cut back millions in tax dollars used on law enforcement.

Driverless cars are a great plan for the future. I dont see any downsides to a perfected driverless car. With safety in mind driverless cars would be the best thing that could come in the future. They would be easier for everyone to get to their destination quickly and safely.

Notes for Writing Prompt, Sample G

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays focused on the topic.
- includes limited development of ideas with few details (e.g., *If cars were automatic they could avoid causing traffic jams using alternative routes.*).
- attempts to logically organize ideas with an introduction, body, and conclusion; however, use of transitions is limited (e.g., *Driverless cars are a great idea for the future.*).
- demonstrates control of basic vocabulary and uses repetitive sentence structure with some attempt at more varied sentence patterns (e.g., *Without humans at the wheel the roads would be much safer for everyone.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *They would be easier for everyone to get to their destination quickly and safely.*).

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has spelling errors (e.g., *Diverless* [Driverless], *liscense* [license]).
- has punctuation errors including missing commas, apostrophes, and a comma splice (e.g., *City traffic doesnt [doesn't] allow everyone to own a car, [:] the roads couldn't support that kind of traffic.*).
- has correct word usage.

Writing Prompt, Sample H

Writing – Score Point 3

Grammar and Usage – Score Point 3

Do you think it'd be safer to have a driverless car. Driverless cars aren't a good idea i think because for kids in the future they won't be able to learn how to drive. I think it's safer having a human driver not the car driving it's self.

I don't like the idea because I'm learning how to drive and feel safe being the driver. I don't like thinking about not being able to drive my car or vehicle. I personally feel nervous about the idea of driverless cars because people have been driving for thousands of years and why change it.

If we get driverless cars how would teens learn how to drive to thier liecense. The cars wouldn't be teaching them anything if the car drives its self. Teens learning to drive want the full satisfaction that they are in control of the car not the car in control of them.

I feel safer with a human driver. If the driverless car has a problem and has a wreck or something. If the car has a manufactured part or something I don't think a machanice to fix it.

My conclusion is why take away our love of driving just to be lazy and get a driverless car. People wanna be lazy now a days it's unreal but taking away driving is unfair.

Notes for Writing Prompt, Sample H

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- stays somewhat focused on the topic.
- includes a few ideas that are repeated; development is often limited (e.g., *Teens learning to drive want the full satisfaction that they are in control of the car not the car in control of them.*).
- attempts to organize ideas with an introduction, body, and conclusion (e.g., *My conclusion is why take away our love of driving just to be lazy and get a driverless car.*).
- demonstrates control of basic vocabulary with some attempt at sentence variety (e.g., *If the car has a manufactured part of something I don't think a machanice to fix it.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *Driverless cars aren't a good idea i think because for kids in the future they won't be able to learn how to drive.*).

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has a capitalization error (e.g., *i* [I]).
- has spelling errors (e.g., *their* [thier], *liecense* [license], *machanice* [mechanic]).
- has punctuation errors including missing commas and question marks (e.g., *Do you think it'd be safer to have a driverless car. [?]*).
- has usage errors (e.g., *it's self* [itself], *wanna* [want to]).
- has difficulty with sentence structure, sometimes resulting in fragments and run-on sentences (e.g., *If the driverless car has a problem and has a wreck or something.*).

Writing Prompt, Sample I

Writing – Score Point 2

Grammar and Usage – Score Point 2

About The Driverless cars I'm against the IDEa of It. I Think The Human should be driving at all times. There are different consequences about driverless cars. Driverless cars are gonna cause alot of problems every where. The Things That could go bad with Driverless cars are, If it happens to wreck the human is held responsible. Why I Think we shouldnt have driverless cars is because I want to drive Just to be sure I know what I'm doing.

Driverless cars also hold a Threat If someones in it and the car is driving in the morning. The operator could Fall asleep and wont wake up when the car is giving the warning a a Traffic wreck, and The cars Just Drives into It and crashes. That's what I Think about Driverless cars.

Notes for Writing Prompt, Sample I

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- exhibits some focus.
- provides few supporting details (e.g., *The Things That could go bad with Driverless cars are, If it happens to wreck the human is held responsible.*).
- includes an attempt at a limited introduction and conclusion, but organization is minimal due to limited progression of ideas (e.g., *That's what I Think about Driverless cars.*).
- exhibits minimal word usage and writing techniques resulting in difficulties with fluency (e.g., *About The Driverless cars I'm against the IDea of It.*).

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *The* [the], *IDea* [idea], *If* [if]).
- has a spelling error (e.g., *alot* [a lot]).
- has punctuation errors (e.g., *shouldnt* [shouldn't], *someones* [someone's], *wont* [won't]).
- has usage errors (e.g., *gonna* [going to], *every where* [everywhere]).
- has difficulty with sentence construction (e.g., *The operator could Fall asleep and wont wake up when the car is giving the warning a a Traffic wreck, and The cars Just Drives into It and crashes.*).
- has frequent errors in a relatively brief writing sample.

Writing Prompt, Sample J

Writing – Score Point 2

Grammar and Usage – Score Point 2

I think driverless cars are in our future but i wont be riding in one. Personally i like driving, im not old enough to have my lisencc but i for sure look forward to being behind the wheel. I think id rather drive then sit in a car that drives it self, n that i have to trust. Even car wrecks happen often i think there would be a rise in car wrecks do to the tecnogly in cars.

Why would anyone want a car that still needs a driver? I think people would just be waiting for their turn. A car not needing your assistants to go down the road just seem unsafe&scary i think with driverless cars there will deffiently be more wrecks.

i think if driverless cars become the future, there will be a rise in car accidents. i feel like prices of gass for the non buyers will go up. i dont think driverless cars are a good investment at all

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- exhibits some focus.
- provides few ideas with minimal development (e.g., *I think people would just be waiting for their turn.*).
- includes an attempt at a limited introduction and conclusion, but organization is minimal due to limited progression of ideas (e.g., *I think driverless cars are in our future but i wont be riding in one.*).
- exhibits minimal word usage and writing techniques.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *i* [I], *im* [I'm]).
- has spelling errors (e.g., *lisence* [license], *tecnogly* [technology], *gass* [gas]).
- has punctuation errors (e.g., *I [I] dont [don't] think driverless cars are a good investment at all [.]*).
- has usage errors (e.g., *do* [due], *assistants* [assistance]).
- has frequent errors in a relatively brief writing sample.

Writing Prompt, Sample K

Writing – Score Point 1

Grammar and Usage – Score Point 1

Driverless cars, could be a very great idea for lots of people who don't want to drive or who couldn't drive in the article it said wat driver needs a driverless car people that are not able to drive should want a driverless car although it could cause less accidents, but who would want a car that doesn't go as fast as u want it or do anything u want it to do driverless cars should only be made for people who arn't able to drive but what if someone who can drive needs to pull out an drive way or is becoming close to traffic issues and there not able to do anything.

Notes for Writing Prompt, Sample K

Writing - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- has minimal development.
- is difficult to follow due to lack of organization of limited information.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has spelling errors (e.g., *wat* [what], *u* [you], *somewhone* [someone]).
- has missing words and usage errors (e.g., *an* [a], *there* [they're]).
- consists of one run-on sentence.
- has numerous errors in a brief writing sample.

Writing Prompt, Sample L
Writing – Score Point 1
Grammar and Usage – Score Point 1

I feel like GM has developed driver's seats that they know what they are doing on the job. At GM they give you a heads up displays about ever thing they have.

Notes for Writing Prompt, Sample L

Writing - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., Using details from the article, create an argument for or against the development of driverless cars.).
- has less than minimal development.
- is too brief to establish an order.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has a spelling error (e.g., *ever thing* [everything]).
- has a usage error (e.g., *displays* [display]).
- has difficulty with sentence structure.
- has multiple errors in a brief writing sample.